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Using the Multiple Intelligences in Classroom Instruction

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The use of Multiple Intelligences in Classroom Instruction

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Abstract

The purpose of this self-study was to use the Multiple Intelligences to guild my teaching practice. I used my knowledge of these intelligences to help myself better understand my students and my instruction. Through observations and reflections of my teaching and my student's needs, I was able to make changes to my teaching based on the multiple intelligences. I made observations of my lessons through self-reflections as well as reflections made by my cooperating teacher. Over the course of my placement, I began to craft instruction that targeted the strengths and weaknesses of my students to help them be successful. It helped my practice in changing my approach to differentiated instruction.

Research question

My research question is, how will incorporating the Multiple Intelligences in the classroom within my instruction and assignments affect my teaching practice?

Methods and Data Analysis

This research was a self-study focusing on how using multiple intelligences can affect my teaching practice. Therefore, I felt it applicable to use personal data, specifically utilizing a developmental portfolio model for data collection. This was organized by my observation and reflections of my work as well as reflections made by my cooperating teacher. I focused on reflections of lessons that involved changes to my practice based on the Multiple Intelligences. I also focused on the reflections that my cooperating teacher made on these same lessons. Additionally, I informally inquired on common strengths and weaknesses as well as seeking out information from my students for the purpose of understanding which multiple intelligences I should focus on in my lessons. Through this I was able to see that my students struggled working independently. So I used differentiation to create lessons based on the interpersonal intelligence, which involved small groups while still working within Covid procedures.

Findings

As stated by Bas and Beyhan, “This means that we must think of learners as having individual differences so that teachers need to pay attention to the organisation of their classrooms. They must also consider their students’ “learning styles” (Dunn, 2000) and different “intelligence profiles” (Gardner, 1993, 1999). As teachers must consider their students’ intelligence profiles and learning styles and they must also consider them as having individuals, they must use the modern language learning methods and approaches in their classroom in order to create an atmosphere which pays attention to learners with different learning preferences (Bas, 2009b).” (p.2).

References

BAŞ, G., & BEYHAN, Ö. (2010, July). Effects of multiple intelligences supported project-based learning on students’ achievement levels and attitudes towards English lesson. Retrieved December 08, 2020, from <https://files.eric.ed.gov/fulltext/EJ1052017.pdf>

Conclusions

This study suggests that considering multiple intelligences when creating my instruction helped to guide my lessons in a positive direction. I was not only able to identify the weaknesses of my students, but of myself as well in my teaching. This recognition caused me to make changes in my teaching practice to work on improving these weaknesses. In some cases, this would involve further practice much like with their writing, but in some cases, it was leaning into a strength of theirs to overcome a weakness much like with the cooperative learning in small groups. This not only showed improvement of my student's abilities but I could see their enjoyment of the lessons increase. The use of multiple intelligences helped my practice by showing me how to approach differentiated instruction in a new way, allowing me to find ways I can help my students succeed.

Data

Science Mystery lesson reflection (Self)

“...I believe that this lesson also benefited from students working with their desk partners. Not only did this make facilitating instruction easier for myself and allowing for the use of less supplies, but the students had a lot more fun working together. That is one reason why there was so much thought put into predictions and descriptions as students were able to bounce ideas off of a peer and even in some cases I heard pairs discussing different opinions of what would happen or even adding on to the description of their partner. This was a good lesson for me to help my more interpersonal or cooperative learners.”

Science Mystery lesson reflection Cooperating (Teacher)

“...I like that students were able to work in partners for this activity. It has been challenging for you to plan cooperative learning for students given the COVID safety protocols that must be followed, but I like that you had students safely share the results of the experiment with the students sitting across from them. This was an overall good lesson, and I can tell that students enjoyed it!”

What is Fair and Unfair lesson reflection (Self)

“...This was the part of my lesson where I wanted to give practice to that linguistic intelligence which most of my students are weaker in. Now in the past I have done social studies lessons like this were I use a journal prompt to close the lesson, both for the reasons of gaining incite to the individual students’ interpretation and to give them practice. However, I did make a slight change with this one by including dual prompts, students got the choice of responding to either “Why are rules important to follow?” or “What are rules that you think unfair and why?” I did this for the purposes of giving them the choice so they would feel more invested in their answer to the prompt. Basically, I wanted the prompts to be more accessible to all my students and for them to get more enjoyment since writing is a largely identified weakness for them.”

What is Fair and Unfair lesson reflection Cooperating (Teacher)

“...You did a nice job of connecting a journal entry to the social studies topic. Creating lessons that go across subjects is beneficial for students in so many ways. I like that the journal directly connected your social studies lesson and offered students a choice on what to write about.”

MULTIPLE INTELLIGENCES

